DOCUMENT RESUME

ED 192 125 CE 026 713

TITLE	Program Planning in Nebraska for Consumer and Homemaking Education. Suggested Guidelines.
INSTITUTION	Nebraska Univ., Lincoln. Dept. of Home Economics Education.
SPONS AGENCY	Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
PUB DATE	Jul 80
NOTE	51p.: Colored background may not reproduce clearly.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Education: Career Education: Consumer Education: *Educational Planning: Foods Instruction: *Home Economics: Home Furnishings: Individual Development: Interpersonal Relationship: *Occupational Home Economics: Postsecondary Education: *Program Development: Secondary Education: Textiles Instruction

ABSTRACT

This planning guide is intended for use in selecting content from home economics subject matter areas when planning consumer and homemaking education programs for grades 7 through 12. The planning guide is divided into two major parts. The first section focuses on the suggested scope and sequence for each of five home economics subject matter areas taught in the secondary schools. These areas include (1) management and consumerism; (2) human development and interpersonal relationships; (3) housing, furnishings, and equipment; (4) food and nutrition; and (5) textiles and clothing. Also included in part 1 is a list of concepts that can help in teaching about careers in home economics. The second part of the guide is designed to assist teachers in gaining a fuller understanding of the use of the scope and sequence in planning. Examples are included to help teachers plan balanced programs in home economics. The questions-and-answers section explores some of the possible concerns of teachers in using the planning guide. Included also is a section that addresses implications for adult and continuing education and postsecondary education programs in home economics. (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED192125

PROGRAM PLANNING IN NEBRASKA FOR CONSUMER AND HOMEMAKING EDUCATION SUGGESTED GUIDELINES

DEVELOPED UNDER THE DIRECTION OF THE
DEPARTMENT OF EDUCATION AND FAMILY RESOURCES
COLLEGE OF HOME ECONOMICS
UNIVERSITY OF NEBRASKA-LINCOLN
LINCOLN, NEBRASKA 68583

PROJECT COORDINATOR
VICKI SCHOLTING

PROJECT DIRECTORS
GWENDOLYN NEWKIRK
SHIRLEY KREUTZ

IN COOPERATION WITH THE
NEBRASKA STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION SECTION
301 CENTENNIAL MALL SOUTH
LINCOLN, NEBRASKA 68509

DIRECTOR
HOME ECONOMICS EDUCATION
NANCY MURDOCK

SUPERVISOR
HOME ECONOMICS EDUCATION
JUDY BERG

JULY 1980

CE 026 713

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

A. Campbell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACKNOWLEDGEMENTS

Grateful acknowledgement is extended to those who helped in developing this **PLANNING GUIDE**.

CLASSROOM TEACHERS

JOANN BARTEK, Lincoln High School
MARILYN CLARK, Fremont Junior High School
GLENNA DOLPH, Ainsworth High School
MARY ANNE ENGLISH, Columbus Senior High School
JULIE JOHNSON, Dorchester High School
SHARON MYERS, Shelton High School
KAREN OLSON, North Platte High School
BEVERLY SODEN, Wisner-Pilger Junior-Senior High School
PAMELA WRIGHT, Elmwood High School
MEREDITH ZELTNER, Omaha Bryan High School

STATE HOME ECONOMICS EDUCATION COMMITTEE (SHEEC) PROJECT CONSULTANTS

SHIRLEY BAUM, University of Nebraska-Lincoln
HAZEL CRAIN, University of Nebraska-Lincoln
MARGARET CROUSE, Chadron State College
BETH FUNK, University of Nebraska-Lincoln
SONDRA GERMER, Diller High School
SUE HARVEY, Kearney State College
MELINDA HOLCOMBE, University of Nebraska-Lincoln
ANN IRVINE, Lincoln Public Schools
MARY LOU KUTSCHARA, Union College
CONNIE LEY, University of Nebraska-Lincoln
GLORIA McGRATH, Omaha Public Schools
LaVERA ROEMHILDT, Wayne State College
SHARON WALDO, Southeast Technical Community College

THE DOCUMENT IS THE PROPERTY OF THE HOME ECONOMICS DEPARTMENT. IT IS TO REMAIN IN THE DEPARTMENT FILES.

THIS PUBLICATION WAS MADE POSSIBLE WITH GRANT FUNDS FROM SUBPART 3, PL 94-482.

A LIMITED NUMBER OF COPIES OF THIS PUBLICATION MAY BE SECURED ON LOAN, OR AT COST,

FROM: NEBRASKA VOCATIONAL
CURRICULUM RESOURCE CENTER
WEST CAMPUS
KEARNEY STATE COLLEGE
KEARNEY, NEBRASKA 68847

STATE BOARD OF EDUCATION
AND
STATE BOARD OF VOCATIONAL EDUCATION

Walter M. Thompson, President ..... Oakland
(District 3)
Margaret Lockwood, Vice-President ..... Gering
(District 6)
Frank E. Landis ..... Lincoln
(District 1)
James Monahan ..... Omaha
(District 2)
Don H. Lienemann ..... Papillion
(District 4)
Dorothy Creigh ..... Hastings
(District 5)
Arlene Hart ..... Sargent
(District 7)
William C. Ramsey ..... Omaha
(District 8)

NEBRASKA STATE DEPARTMENT OF EDUCATION
State Office Building
301 Centennial Mall South
Lincoln, Nebraska 68509

Anne Campbell
Commissioner of Education

Joseph Lutjeharms
Deputy Commissioner of Education

Glen H. Strain
Assistant Commissioner
Division of Vocational Education

It is the policy of the Nebraska State Department of Education not to discriminate on the basis of sex, handicap, race, color, religion, marital status, veteran status, or national or ethnic origin in its programs, admission policies, employment policies, or other administered programs.

TABLE OF CONTENTS

INTRODUCTION

From the Coalition Statement 1

Scope and Sequence
- A Definition 2
- Subject Matter Content 2
- Experience Levels 3

Local Program Planning 3

Publication Format 3

SCOPE AND SEQUENCE

Human Development and Interpersonal Relationships 5
Management and Consumerism 6
Housing, Furnishings, and Equipment 7
Food and Nutrition 8
Textiles and Clothing 9
Knowledge Skills Related to Career Opportunities in Home Economics 10

LOCAL PROGRAM PLANNING

A Balanced Program 12
Concept Selection 15
Course Outline 17
Objectives 19
Instructional Plan 21
Human Skills as Part of the Lesson Presentation 23

QUESTIONS AND ANSWERS 25

IMPLICATIONS FOR ADULT AND CONTINUING EDUCATION AND POSTSECONDARY EDUCATION PROGRAMS IN HOME ECONOMICS 27

INTRODUCTION

This publication, **PROGRAM PLANNING IN NEBRASKA FOR CONSUMER AND HOMEMAKING EDUCATION; SUGGESTED GUIDELINES,** has been designed to help teachers and administrators in planning home economics programs. The **PROGRAM PLANNING GUIDE** was developed for use in planning consumer and homemaking education programs, grades seven through twelve. The **PLANNING GUIDE** is not intended to serve as a curriculum guide; rather it is intended to be useful in selecting content from home economics subject matter areas.

The publication presents information for home economics program planners that reflects the following statement prepared by a coalition of the home economics professional organizations:

> The occupation of homemaking requires knowledge and skills that are interrelated and necessary for optimum quality of life for individuals and families. Values, management, and interpersonal relationships are major concepts that unify the content of the subject matter areas; child and family development, textiles and clothing, food and nutrition, consumer education and resource management, and housing. The esssential skills of homemaking include (1) providing for personal and family development at various stages of the life cycle and for establishing satisfying personal and family relationships, (2) caring for and nurturing children, (3) providing nutritious food for self and family members, (4) selecting and maintaining housing and living environments for self and others, (5) providing and caring for personal and family clothing, and (6) managing financial and other resources. [1]

[1] Coalition Statement. VOCATIONAL HOME ECONOMICS EDUCATION. January 1979, Washington, D.C.: Home Economics Education Association, p. 3.

SCOPE AND SEQUENCE

The basis of this **PLANNING GUIDE** is the Scope and Sequence. The Scope and Sequence presents the concepts of the areas and their interrelatedness in the field of home economics subject matter areas within an *Experience Level* of learning.

DEFINITION OF A SCOPE AND SEQUENCE FOR CONSUMER AND HOMEMAKING EDUCATION

Scope refers to the knowledge in the field; the concepts that home economists perceive to be important subject matter for learners in the secondary school. ***Sequence*** refers to the level at which concepts are taught; what concepts must be presented at beginning experience levels and what concepts should be added at levels of increased experience. A Scope and Sequence, then, will chart the concepts in the field of home economics in a way that specifies a progressive level to level organization.

SUBJECT MATTER CONTENT OF THE SCOPE AND SEQUENCE

The Scope and Sequence as presented is organized around five areas of home economics subject matter: (1) ***Management and Consumerism,*** (2) ***Human Development and Interpersonal Relationships,*** (3) ***Housing, Furnishings, and Equipment,*** (4) ***Food and Nutrition,*** and (5) ***Textiles and Clothing.*** A Scope and Sequence chart has not been included for ***Related Art.*** There are a limited number of concepts in the area that are used in instruction. ***Related Art,*** nevertheless, is an area of importance to the study of home economics. Therefore, concepts from this subject matter area do appear on the Scope and Sequence charts for the five home economics subject matter areas.

The five areas of homemaking are examined as they relate to each other. The interrelatedness of the subject matter areas is particularly important because life situations cannot be labeled exclusively "Human Development", or "Food and Nutrition", or "Housing, Furnishings, and Equipment". Problems are solved in home economics by utilizing a combination of area skills. The intent, then, in using this method of organizing the Scope and Sequence is to help teachers to prepare learners who can react rationally when encountering real life situations.

The Scope and Sequence has been developed using concepts because concepts organize the basic knowledge of a field. Further, concepts do not become dated with changes in society as rapidly as do facts and details. However, the Scope and Sequence charts should be considered self-correcting in that teachers can feel free to add or delete concepts as necessary.

EXPERIENCE LEVELS OF THE SCOPE AND SEQUENCE

This Scope and Sequence consists of three *Experience Levels* of learning. These levels are presented for each home economics subject matter area to be taught. As the learner progresses through each *Experience Level* for each of the areas, the concepts presented are expanded gradually. In the Scope and Sequence for ***Food and Nutrition***, as an example, the concept "Sources and Functions of Nutrients" occurs at all three levels of learning. The responsibility of the teacher is to provide appropriate learning experiences at each level so that more complex knowledge about the "Sources and Functions of Nutrients" is introduced and previously learned information about the concept is reinforced.

At *Experience Level* I, concepts are related to the student as an ***individual***. As the student moves into *Experience Level* II, concepts will be related to the student as an individual and as a ***family member***; and, at *Experience Level* III the concepts relate to the student as an individual, a family member, and as a ***member of society***. Concepts may also be arranged around other themes or around problems. For example, Parenting, Family Living, or Independent Living each are themes around which various concepts could be arranged for presentation to learners. The emphasis in current legislation could provide suggestions for other types of organizational designs.

LOCAL PROGRAM PLANNING

In order to use this **PLANNING GUIDE** effectively, a home economics teacher first must identify the needs of the students being taught. Selecting what concepts are to be taught becomes logical once the teacher is reasonably comfortable with an understanding of the nature of a particular group of learners. Questions to be answered before content selection takes place include: How much time should be allowed for teaching the subject matter areas in home economics? What do the learners need to know? Which concepts will help learners deal in meaningful ways with real life challenges? Are there concepts that can be omitted in teaching? How many concepts can be absorbed by the learner? When answers are formulated for questions as these, the teacher can select concepts around which to organize learning experiences.

PUBLICATION FORMAT

The **PLANNING GUIDE** is divided into two major parts. The first section focuses on the suggested Scope and Sequence for each of five home economics subject matter areas taught in the secondary schools. Color coding has been used to facilitate identification of the Scope and

Sequence for each subject area. The Scope and Sequence for ***Human Development and Interpersonal Relationships*** is printed on pink paper; ***Management and Consumerism*** on yellow; ***Housing, Furnishings, and Equipment*** on green paper; ***Food and Nutrition*** is on blue; and, ***Textiles and Clothing*** is on white paper.

A page entitled ***Knowledge Skills Related To Career Opportunities In Home Economics,*** printed on violet paper, contains a list of concepts that can be of help in teaching about careers in home economics. These concepts are presented in the same form as concepts for each of the five home economics subject areas. The concepts listed for career opportunities may be used in one of two ways: (1) a unit on careers can be designed incorporating concepts from the various subject matter areas in home economics; or, (2) as teaching occurs in the various home economics subject matter areas, career concepts can be linked to the area of study. Other alternatives could prove useful in meeting student needs. The concepts listed are illustrative and can be expanded as desired.

The second part of this publication is presented to assist teachers in gaining a fuller understanding of the use of the Scope and Sequence in planning. Examples are included to help teachers plan balanced programs in home economics; and, to progress through course planning and planning for instruction.

Additional information included in the publication is intended to give assistance to teachers in designing curriculum. The Questions and Answers Section explores some of the possible concerns of teachers in using this **PLANNING GUIDE**. Included also, is a section that addresses Implications for Adult and Continuing Education and Postsecondary Education Programs in Home Economics.

SCOPE AND SEQUENCE FOR HUMAN DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS

Area Goal: **Help learners to (1) use knowledge of growth, development, and behavior of individuals throughout the life cycle to develop individual potential; and (2) make decisions concerning actions and consequences of behavior in relation to human as well as non-human influences.**

	Human Development and Interpersonal Relationships	Management and Consumerism	Related Art	Housing, Furnishings, and Equipment	Food and Nutrition	Textiles and Clothing
Experience Level I **Concepts Related to the Student as an Individual**	Order of Personal Needs Self-Understanding Self-Concept Self-Improvement Role Identity Personal Development Role Modeling Personal-Social Skills Personal Communication Skills Personal Coping Skills Child Care	Personal **Values, Goals, Standards, and Resources** in Human Development Personal **Decision-Making Skills** in Human Development Personal **Safety** Related to Human Development	**Sensory Awareness** of the Individual Related to Human Development **Creative Needs** of the Individual Related to Human Development	Personal **Space Needs** Related to Human Development	Personal **Nutritional Needs** for Human Development	Individual **Body Image** as Related to Human Development
Experience Level II	Family Life Cycle Role Modeling Family Communication Skills Family Conflict, Stress, and Crisis Management Rights and Responsibilities of Family Members	Family **Decision-Making Skills** in Human Development Family **Resource Management** Related to Human Development Family **Safety** Related to Human Development	**Creative Needs** of the Family Related to Human Development	Family **Housing, Furnishings, and Equipment Needs** Related to Human Development Family **Space Needs** Related to Human Development	Family **Nutritional Needs** Related to Human Development	Family **Clothing Needs** Related to Human Development

Concepts Related to the Student as an Individual and a Family Member	Adjustments in Parenthood Prenatal Development and Care Childbirth Postnatal Development and Care Developmental Stages, Needs, and Tasks Principles of Development Heredity and Environmental Influences on Development					
Experience Level III **Concepts Related to the Student as an Individual, a Family Member, and a Member of Society**	Life Styles in a Society Adjustments Throughout the Life Cycle Role Expectations in Society Preparation for Adulthood; e.g., Adjustments Responsibilities Multiple Roles Special Needs of Individuals in Society Community Support Systems Social Responsibilities of Family Members Impact of Society on Family Members	**Decision-Making Skills** in Society Realted to Human Development **Resource Management** in Society Related to Human Development **Community Resources** Related to Human Development	**Creative Needs** of a Society Related to Human Development	**Housing, Furnishings, and Equipment Needs** for Society Related to Human Development **Space Needs** Related to Human Development	**Nutritional Needs** of a Society Related to Human Development	**Clothing Needs** of a Society Related to Human Development

SCOPE AND SEQUENCE FOR MANAGEMENT AND CONSUMERISM

Area Goal: **Help learners to use knowledge of management as a process or system in (1) making and implementing decisions; (2) generating alternatives from available resources; and (3) satisfying individual group needs and desires for reaching standards, achieving goals, and realizing values in order to adjust to fluctuations in the environment.**

	Management and Consumerism	Human Development and Interpersonal Relationships	Related Art	Housing, Furnishings, and Equipment	Food and Nutrition	Textiles and Clothing
Experience Level I **Concepts Related to the Student as an Individual**	Personal Resource Management; e.g., Time Money Energy Human Environmental Management Process (Planning, Organizing, Implementing, Evaluating) Influences Affecting Personal Decision Making (Values, Goals, Standards, Resources) Personal Decision-Making Process Individual as a Consumer; e.g., Rights and Responsibilities Spending Patterns Buying Principles and Practices	**Order of Needs** for Individuals Related to Management and Consumerism **Interpersonal Relationships** and Resource Management **Meeting Personal Preferences** in Resource Utilization	**Art Elements and Principles of Design** and Resource Utilization for Personal Satisfaction	**Living Space** and Resource Utilization for Personal Needs	**Balanced Diets** and Resource Utilization to Maintain Personal Health	Personal **Clothing Selection** and Resource Utilization
Experience Level II	Family Resource Management Influences Affecting Family Decision Making Family Decision-Making Process	Influence of **Family Life Cycle** on Resource Utilization **Order of Needs** For Family Members Related to Management and Consumerism	**Art Elements and Principles of Design** and Resource Utilization for Family Satisfaction	**Housing Alternatives** for Families	**Meal Planning and Preparation** and Resource Utilization to Meet Family Preferences	**Clothing Selection** and Available Family Resources

Concepts Related to the Student as an Individual and a Family Member	Family Consumerism; e.g., Use of Credit Product Evaluation Spending Patterns Buying Principles Consumer Information for Families; e.g., Pricing Labels Rights and Responsibilites					
Experience Level III **Concepts Related to the Student as an Individual, a Family Member, and a Member of Society**	Influence of Society on Resource Management Decision-Making Process Consumer Information; e.g., Legislation Agencies Goods and Services Buying Principles Financial Management; e.g., Budgets Credit Plans Financial Services; e.g., Banking Services Trust Companies Investment Companies Savings and Loan Associations Government Role in Society; e.g., Social Security Taxes Cost Influences on Society; e.g., Supply and Demand Societal Conditions Marketing	**Mature Response and Responsible Behavior** of Citizens Related to Management and Consumerism	**Art Elements and Principles of Design** and Resource Utilization in Society	**Housing Alternatives in Living Patterns** for People of the World	**Adequate Nutrition** and Resource Utilization for People of the World	**Clothing Needs** and Resource Utilization for People of the World

SCOPE AND SEQUENCE FOR HOUSING, FURNISHINGS, AND EQUIPMENT

Area Goal: **Help learners to make decisions about choices of housing, furnishings, and equipment to provide a satisfying standard of living based on the (1) physical socio-pyschological aspects of housing, furnishings, and equipment; (2) physical properties of housing, furnishings, and equipment; and (3) ability to use available resources to meet housing and furnishing needs.**

	Housing, Furnishings, and Equipment	Human Development and Interpersonal Relationships	Management and Consumerism	Related Art	Food and Nutrition	Textiles and Clothing
Experience Level I **Concepts Related to the Student as an Individual**	Personal Living Space Furniture and Equipment in Personal Living Space	**Sharing** Living Space **Satisfying** Individual **Needs**	Personal **Standards and Values** in Housing Personal **Safety** in the Home Personal **Storage** Areas in the Home **Maintenance** of Personal Space in the Home	**Art Elements and Principles of Design** in Personal Living Space **Arrangement** of Furniture in Personal Living Space		
Experience Level II **Concepts Related to the Student**	Types of Housing Floorplans Housing Interiors Construction of Furniture Arrangement of Furniture, Equipment, and Accessories Large Equipment Use, Care, and Safety Small Equipment Use, Care, and Safety Housing Alternatives	**Sociological and Psychological Influences of Growth and Development** Affecting Choices in Housing for the Family **Satisfying** Family **Needs** Through Housing	**Goals, Standards, Values, and Resources** in Selecting Housing for the Family **Selection** of Furniture, Accessories, and Equipment for the Family **Work Centers** in Housing **Storage Principles** in Housing **Energy and Resource Conservation** in Family Housing	**Arts Elements and Principles of Design** in Family Housing **Arrangement** of Furniture, Equipment, and Accessories to Meet Family Needs		**Selection and Care of Textiles** used in Family Home Furnishings

as an Individual and a Family Member			**Financial and Legal Aspects** of Housing **Consumer Protection** in Housing Family **Resource Utilization** in Housing **Maintenance** of Family Housing **Safety** in Housing for the Family			
Experience Level III **Concepts Related to the Student as an Individual, a Family Member, and a Member of Society**	Exterior Structure and Design Site Selection Community Planning and Housing Choices Remodeling of Homes Historical Aspects of Housing	**Social, Psychological, and Cultural Influences of Growth and Development** on Housing Choices **Special** Housing Needs **Societal Mobility** and Housing	**Maintenance** of Exterior Housing Structures **Safety** in Design of Housing **Consumer Rights and Responsibilities** Concerning Housing **Energy and Resource Conservation** in Housing **Financial and Legal Aspects** of Housing **Environmental Controls** Related to Housing	**Art Elements and Principles of Design** Influencing Housing Exteriors		**Selection and Care of Textiles** used in Society

SCOPE AND SEQUENCE FOR FOOD AND NUTRITION

Area Goal: **Help learners to make decisions about choices of food that lead to its enjoyment based on an understanding of (1) socio-cultural, psychological, and physiological food needs; (2) knowledge of nutrient components of plant, animal, and formulated foods; (3) knowledge of food preparation; and (4) an ability to use available resources in providing for food and nutrition needs.**

	Food and Nutrition	Human Development and Interpersonal Relationships	Management and Consumerism	Related Art	Housing, Furnishings, and Equipment	Textiles and Clothing
Experience Level I **Concepts Related to the Student as an Individual**	Sources and Functions of Nutrients Basic Food Preparation Skills Principles of Nutritional Cookery Food Storage Use of a Recipe	**Sociological, Psychological, and Physiological Influences of Growth and Development** on Personal Food Patterns	Personal **Sanitation and Safety** in Food Preparation **Buying Practices** for Food Consumption **Planning** for Personal Food Consumption **Work Centers** for Food Preparation **Energy and Resource Conservation** in Food Preparation	**Art Elements and Principles of Design** and Personal Food Satisfaction	**Use, Care, and Safety of Small Equipment** for Food Preparation **Use, Care, and Safety of Large Equipment** for Food Preparation	**Textile Use** for Food Preparation and Dining Experiences
Experience Level II	Sources and Functions of Nutrients Intermediate Preparation Skills Principles of Nutritional Cookery Forms of Food Meal Service	**Sociological, Psychological, and Physiological Influences of Growth and Development** on Family Food Customs and Traditions Food and the Family **Life Cycle**	**Sanitation and Safety** in Family Food Preparation **Consumer Agencies** for Nutrional Information Family **Meal Management** Family Food **Buying Practices**	**Art Elements and Principles of Design** for Family Food Satisfaction	**Use, Care, and Safety of Small and Large Equiment** for Food Preparation	**Textile Use** for Food Preparation and Dining Experiences

Concepts Related to the Student as an Individual and a Family Member	Food Storage Use of a Recipe		**Centers** for Food Preparation and Storage **Selection of Small and Large Equipment** for Family Food Preparation **Energy and Resource Conservation** in Family Food Preparation **Budget Management** for Family Food Needs			
Experience Level III **Concepts Related to the Student as an Individual, a Family Member, and a Member of Society**	Sources and Functions of Nutrients Advanced Preparation Skills Principles of Nutritional Cookery Food Storage Food Preservation Recipe Adjustment	Food and the **Life Cycle** **Sociological, Psychological, Physiological, and Cultural Influences** of Food in Health and Disease	**Consumer Agencies** for Nutrition Information **Production** of Food in Society Food and Meal **Management** **Centers** for Food Preparation and Storage **Sanitation and Safety** in Preparation of Food **Energy and Resource Conservation** in Food Production and Preparation **Spending Patterns** for Food	**Aesthetics** and Food Satisfaction	**Use, Care, and Safety of Small and Large Equipment** for Food Preparation **Use, Care, and Safety of Specialty Equipment** for Food Preparation	**Textile Use** in Food Preparation and Dining Experiences

SCOPE AND SEQUENCE FOR TEXTILES AND CLOTHING

Area Goal: **Help learners to make decisions about choices of textiles and clothing to satisfy needs and wants based on understandings of the (1) physical and socio-psychological aspects of clothing; (2) physical and chemical properties of textiles; and (3) allocation of human and non-human resources for meeting textile and clothing needs.**

	Textiles and Clothing	Human Development and Interpersonal Relationships	Management and Consumerism	Related Art	Housing, Furnishings, and Equipment	Food and Nutrition
Experience Level I **Concepts Related to the Student as an Individual**	Use of Commercial Patterns Basic Techniques of Construction; e.g., Fabric Preparation Layout Grain Stay Stitching Cutting Marking Seams Hand Sewing Pressing	**Sociological, Psychological, and Physiological Influences of Growth and Development** on Personal Clothing Selection	**Purchasing** Personal Clothing **Purchasing** Fabric and Notions **Maintenance** of Personal Clothing and Accessories **Selection of Small Equipment** for Clothing Construction and Care **Safety** in Clothing Construction **Energy and Resource Conservation** in Selection of Personal Clothing	**Art Elements and Principles of Design** in Personal Clothing Selection	**Use, Care, and Safety of Small Equipment** in Personal Clothing Construction and Care **Use, Care, and Safety of Large Equipment** in Personal Clothing Construction and Care	Effect of A **Balanced Diet** on Personal Appearance
	Use of Commercial Patterns Figure Types Measurements to Determine Size Alterations for Fit	**Sociological and Psychological Influences of Growth and Development** on Family Clothing Choices	**Planning** for Family Textile and Clothing Needs **Budget Management** for Family Textile and Clothing Needs **Purchasing** Clothing, Textiles, and Accessories	**Art Elements and Principles of Design** Relating to Selection of Clothing for the Family	**Use, Care, and Safety of Small and Large Equipment** for Family Clothing Construction and Care Selection of Textiles for Family **Housing and Furnishings**	

Experience Level II **Concepts Related to the Student as an Individual and a Family Member**	Textile Classification Textile Characteristics Textile Construction Textile Finishes Intermediate Skills for Construction		for Families **Evaluation** of Purchased Clothing for Families **Storage** of Clothing, Textiles and Accessories for Families **Maintenance** of Family Clothing, Textiles, and Accessories **Consumer Protection** Concerning Textiles and Clothing **Energy and Resource Conservation** in Selection of Family Clothing			
Experience Level III **Concepts Related to the Student as an Individual, a Family Member, and a Member of Society**	Unique Textiles Advanced Construction Skills; e.g., Alteration of Garments Tailoring Alteration of Commercial Patterns	**Sociological, Psychological, and Cultural Influences of Growth and Development** on Clothing Selection Clothing for People with **Special Needs**	**Energy and Resource Conservation** in Textile and Clothing Selection **Consumer Practices** in Textiles and Clothing Selection **Consumer Protection** for Society Relating to Textiles and Clothing	**Art Elements and Principles of Design** in Textile and Clothing Choices **Aesthetics** of Textiles and Clothing in Society	**Use, Care, and Safety of Small and Large Equipment** for Textile and Clothing Construction and Care Textiles Used in **Public Buildings**	

KNOWLEDGE SKILLS RELATED TO CAREER OPPORTUNITIES IN HOME ECONOMICS

Area Goal: **Help learners to (1) acquire knowledge about work opportunities, using home economics related learning experiences; and (2) develop an appreciation for the need to prepare oneself for employment.**

CAREERS	Human Development and Interpersonal Relationships	Management and Consumerism	Related Art	Housing, Furnishings, and Equipment	Food and Nutrition	Textiles and Clothing
Professional Ethics in a Career Work Ethic in a Career Sources of Career Information Career Ladders and Lattices Rights of Employees Responsibilities of Employees Career Opportunities Using Home Economics Skills and Knowledge in Choice of a Career Volunteer Services for Expanding	**Self-Understanding** and Job Satisfaction **Personal-Social Skills** to Reach Career Goals **Interpersonal Relationships** and Success in Career Choice **Communication Skills** to Reach Career Goals **Role Expectations** and Career Choice **Life Styles** and Career Choice Stages of the **Life Cycle** and Career Options **Order of Needs** and Success in Career Choice **Cultural, Social, and Psychological Values** of Work	**Resource Management** to Reach Career Goals **Decision Making** in Career Choices **Financial Management** and Career Choice	**Aesthetic Needs** and Job Satisfaction	**Arrangement of Space** in the Work Environment **Use of Equipment** in the Work Environment	**Balanced Diet** and Healthy Appearance **Balanced Diet** and Vitality for Work	**Clothing Selection** and Appearance Related to Career Choice and Opportunities

Skills	**Family Adjustments** to Career Demands **Personal Qualifications** for Career Choice **Psychological Influences** of Career Choice			

LOCAL PROGRAM PLANNING

In this portion of the **PLANNING GUIDE,** examples are given for attaining a balanced program in home economics, and for the use of selected concepts from the Scope and Sequence in the planning of such a program. Sequential steps in the process of planning were used as the basis for the selection of the examples. These steps are: (1) ***identifying a balanced program***; (2) ***selecting concepts from the Scope and Sequence to include in the program***; (3) ***developing course outlines***; (4) ***stating broad course objectives***; and (5) ***developing the instructional plan from which daily lesson plans can be written***. The examples included should not be viewed as absolute, they are merely illustrations. While not included in this publication, evaluation procedures need to be determined as part of the total process of curriculum development.

A BALANCED PROGRAM

Home economics programs in the schools should include study in all home economics subject matter areas. In some school systems, this is accomplished in both junior high and senior high school home economics courses. In other school systems, this would occur only at the senior high level.

The ***Nebraska State Plan For Vocational Education,*** 1978-1982, pp. 80-81, indicates standards to be met for a home economics program to be approved for reimbursement. These ***minimum*** standards for a secondary program are stated as follows:

> A ***minimum*** program shall consist of three levels of home economics. Each level must provide instruction in all areas of home economics. Alternatives for providing this instruction are listed below:
>
> | | |
> |---|---|
> | *Experience Level I* | One semester each at 7th and 8th grades; or, one year at 8th grade; or, one year at 9th grade; or combination from any/or all three grades equalling one full year. |
> | *Experience Level II* | Semester in-depth courses with at least one semester devoted to each of the following: Food and Nutrition, Housing and Home Furnishings, Textiles and Clothing, and Child (Human) Development; or, one year comprehensive course which provides approximately nine weeks instruction each in the areas of Food and Nutrition, Housing and Home Furnishings, Textiles and Clothing, and Child (Human) Development. |
> | *Experience Level III* | One year Adult Living; or, one semester of Adult Living and one semester of Consumer Education; or, one semester of adult living. |
>
> Consumer education must be integrated throughout the entire program.

Variations in school environments make it impossible to identify an absolutely balanced program in home economics that could apply to all schools. It is important, however, to include home economics content that is representative of the field without undue emphasis upon, or omission of particular subject matter areas. School administrators, community preferences, or current legislation often influence what home economics courses and content will be offered. In other situations, the home economics instructor makes the decision about what to teach based on professional judgement.

Example 1, on the page that follows, shows possible course offerings that could be combined in several ways to provide a balanced home economics program. The example illustrates options for a balanced program described in the ***Nebraska State Plan***. The nine weeks exploratory course, the semester course in Independent Living, and the semester course in Parenting, illustrate additional offerings provided by some schools. The number of weeks indicated are not intended to be binding. The teacher must identify the number of weeks to be spent on a course, or unit, that represents the uniqueness of the local school setting. For purposes of stating this example, the time period designated is an 18 week semester and a 36 week school year.

Example 1

PROGRAM SUGGESTIONS FOR CONSUMER AND HOMEMAKING EDUCATION COURSES

By Experience Level and Number of Weeks

CONTENT AREAS

Possible Course Offerings	EXPERIENCE LEVEL I				EXPERIENCE LEVEL II						EXPERIENCE LEVEL III			
	Semester Course A and Semester Course B		Comprehensive	Exploratory	Human Development and Interpersonal Relationships	Housing, Furnishings, and Equipment	Food and Nutrition	Textiles and Clothing	One Year Comprehensive	Independent Living	Adult Living	Adult Living	Consumer Education	Parenting
Human Development and Interpersonal Relationships	6		7	2	9	1½	3	2	9	4½	10	8	2	11
Management and Consumerism	3	3	6	1	2	3	3	3	2	3	5	2	5	2
Housing, Furnishings, and Equipment		6	6	1	1	9	½		8	3	6	2	3	1
Food and Nutrition	7		7	2	2		9		8	3	6	2	3	2
Textiles and Clothing		7	7	2	1	½		9	8	3	6	2	3	1
Related Art	1	1	2	½	1	2	½	2	1	½	2	1	1	1
Career Opportunities	1	1	1	½	2	2	2	2		1	1	1	1	
TOTAL WEEKS	18	18	36	9	18	18	18	18	36	18	36	18	18	18

CONCEPT SELECTION

The Scope and Sequence presents the concepts of the field of home economics in a way that specifies a progressive level to level organization. The concepts for presentation should be chosen through the identification of the values held by the learners, and the assumptions of the field. Each classroom situation becomes a unique environment challenging the teacher to choose concepts that meet the needs of learners and the intent of the course. Since the Scope and Sequence consists of concepts perceived to be important to the field of home economics, it quickly becomes evident that not every concept listed will be included in planning every course, nor will every concept selected be explored in depth. In selecting concepts it is most important to include concepts from the basic organizing ideas for each subject matter field.

Generally, all concepts chosen to build a specific course will be taken from a particular *Experience Level*. This, however, is not a hard and fast rule. For instance, a course intended to be taught at *Experience Level* I may include some concepts from *Experience Level* II, because the learners have need for *Experience Level* II knowledge, attitudes, and skills.

Example 2, and subsequent examples that follow, illustrate how the concept "Decision-Making Process" can be taught at *Experience Level* III in an Adult Living course. Upon closer examination of the stated concepts, it will be noted that not all concepts for this *Experience Level* listed in the Scope and Sequence have been selected. This, then, is illustrative of the decisions the instructor must make in determining what is to be taught to learners.

Example 2

SUGGESTED CONCEPTS FOR TEACHING ADULT LIVING EXPERIENCE LEVEL III

(Thirty-six weeks)

Concepts from the Scope and Sequence for ***Management and Consumerism*** (5 weeks)

- Decision-making process
- Influence of society on resource management
- Consumer information
- Financial management
- Financial services
- Mature response and responsible behavior of citizens related to management and consumerism

Concepts from the Scope and Sequence for ***Human Development and Interpersonal Relationships*** (10 weeks)

- Lifestyles in a society
- Adjustments throughout the life cycle
- Role expectations in society
- Special needs of individuals in society
- Community resources related to human development

Concepts from the Scope and Sequence for ***Housing, Furnishings, and Equipment*** (6 weeks plus 1 week Related Art)

- Societal mobility and housing
- Social, psychological, and cultural influences of growth and development on housing choices
- Consumer rights and responsibilities concerning housing
- Energy and resource conservation in housing
- Art elements and principles of design influencing housing exteriors

Concepts from the Scope and Sequence for ***Food and Nutrition*** (6 weeks)

- Sources and functions of nutrients
- Principles of nutritional cookery
- Food and the life cycle
- Sanitation and safety in preparation of food
- Spending patterns for food

Concepts from the Scope and Sequence for ***Textiles and Clothing*** (6 weeks plus 1 week Related Art)

- Sociological, psychological, and cultural influences of growth and development on clothing selection
- Energy and resource conservation in textile and clothing selection
- Aesthetics of textiles and clothing in society
- Consumer practices in textile and clothing selection

Concepts from the Scope and Sequence for ***Career Opportunities*** (1 week)

- Sources of career information
- Personal-social skills to reach career goals
- Decision making in career choices

COURSE OUTLINE

When the concepts for a course have been selected, a course outline can be written. The outline identifies each unit and subunit of the course. The extent to which a unit is subdivided is a decision that each teacher must make.

Example 3 illustrates a course outline that might be designed for a 36 week *Experience Level* III Adult Living course.

Example 3

A COURSE OUTLINE FOR TEACHING
ADULT LIVING
EXPERIENCE LEVEL III

(Thirty-six weeks)

I. ***Management and Consumerism*** (5 weeks)
- A. Decision-making process
  1. Skills of decision making
  2. Importance of decision making
- B. Influence of society on resource management
  1. Nature of resources
  2. Awareness of resources
- C. Consumer information
  1. Buying principles
  2. Competencies of a consumer
- D. Financial Management
  1. Credit plans
  2. Savings plans
  3. Budgeting
- E. Financial services
  1. Banking services
  2. Trust companies
  3. Savings and loan associations
- F. Mature response and responsible behavior of citizens related to management and consumerism.
  1. Rights of a consumer
  2. Coping with consumer problems

II. ***Human Development and Interpersonal Relationships*** (10 weeks)
- A. Lifestyles in a society
  1. Influences on life style
  2. Similarities and differences
  3. Problems
- B. Adjustments throughout the life cycle
  1. Basic needs
  2. Responsible behavior
- C. Role expectations in society
  1. Traditional
  2. Non-traditional
- D. Special needs of individuals in society
  1. Response of society
  2. Coping

E. Community resources related to human development
   1. Family counseling
   2. Crisis information

III. ***Housing, Furnishings, and Equipment)*** (6 weeks, plus 1 week Related Art)
A. Societal mobility and housing
   1. Alternatives in housing
   2. Impact on communities
B. Social, psychological, and cultural influences of growth and development on housing choices
   1. Social influences
   2. Psychological influences
   3. Cultural influences
C. Consumer rights and responsibilities concerning housing
   1. Safe and protective housing
   2. Adequate housing
D. Energy and resource conservation in housing
   1. Alternatives in construction
   2. Modification (retrofitting) of existing structures
E. Art elements and principles of design influencing housing exteriors
   1. Art elements
   2. Principles of design

IV. ***Food and Nutrition*** (6 weeks)
A. Sources and functions of nutrients
   1. Protein foods to build and repair tissue
   2. Fatty foods to insulate the body
   3. Carbohydrates to provide energy
   4. Vitamins and minerals to regulate body functions
B. Principles of nutritional cookery
   1. Vitamin and mineral retention
   2. Reduction of starches and fats
C. Food and the life cycle
   1. Requirements at various stages
   2. Influencing factors
D. Sanitation and safety in the preparation of food
   1. Chemical additives
   2. Government inspection for sanitation
E. Spending patterns for food
   1. Cost influences
   2. Budgeting the food dollar

V. ***Textiles and Clothing*** (6 weeks, plus 1 week Related Art)
A. Sociological, psychological, and cultural influences of growth and development on clothing selection
   1. Sociological influences
   2. Psychological influences
   3. Cultural influences
B. Energy and resource conservation in textile and clothing selection
   1. Use of textiles in interiors for energy conservation
   2. Use of clothing for energy conservation
C. Aesthetics of textiles and clothing in society
   1. Satisfaction in choice of textiles for interiors
   2. Satisfaction in choice of clothing

D. Consumer practices in textile and clothing selection
   1. Quality comparison
   2. Cost comparison

VI. ***Career Opportunities*** (1 week)
A. Sources of career information
   1. Nebraska Career Information System (NCIS)
   2. Dictionary of Occupational Titles
   3. Newspaper advertisements
B. Personal-social skills to reach career goals
   1. Getting along with others
   2. Positive work attitudes
   3. Listening to others
C. Decision making in career choices
   1. Resources
   2. Alternatives
   3. Values and beliefs

OBJECTIVES

After the course outline has been developed, instructional objectives can be written. Whenever possible, objectives should be written for each of the three domains of learning; i.e., knowledge (cognitive); attitudes, interests, values, and appreciations (affective); and skills (psychomotor). This cannot always be done since some concepts do not point to the need to develop objectives in certain domains.

The course outline and objectives should be useful in a variety of classroom situations for a period of time. They should lead to more specific planning.

Example 4 illustrates how one concept, "Decision-Making Process", from the subject area of ***Management and Consumerism***, might be used in three domains at three different *Experience Levels* of learning.

Example 4

STATING OBJECTIVES AT THREE LEVELS IN THREE DOMAINS FOR THE CONCEPT OF DECISION-MAKING PROCESS

	KNOWLEDGE (Cognitive Domain)	ATTITUDES (Affective Domain)	SKILLS (Psychomotor Domain)
Experience Level I	To identify the values, goals, standards, and resources used in personal decision making.	To be willing to make a personal decision, using knowledge of values, goals, standards, and resources.	To use the decision-making process in developing a plan for use of personal time.
Experience Level II	To utilize values, goals, standards, and resources in making decisions that affect the family.	To be willing to cooperate in family decision making, using knowledge of values, goals, standards, and resources.	To use the decision-making process in developing a family budget.
Experience Level III	To evaluate the values, goals, standards, and resources used in making decisions that affect society.	To be committed to involvement in decision making for society, using knowledge of values, goals, standards, and resources.	To use the decision-making process to develop a plan for a community collection system for recycling products.

INSTRUCTIONAL PLAN

The Instructional Plan is a broad plan useful over a period of time to determine specific day by day lesson plans. It is changed to accommodate new knowledge, and to incorporate new media (methods, techniques, and resources). Content in an instructional plan may be covered in a limited number of class periods; e.g., one or two, or may span longer periods of time; e.g., week or more.

Example 5 that follows is a suggested instructional plan that might be used in teaching the concept "Decision-Making Process" in a unit on ***Management and Consumerism*** at *Experience Level* III in an Adult Living course. The content in this example is presented in the form of questions. Alternative approaches can be used to state content in an instructional plan.

Example 5

AN INSTRUCTIONAL PLAN FOR TEACHING THE DECISION-MAKING PROCESS
AS PART OF A UNIT IN MANAGEMENT AND CONSUMERISM
IN A COURSE IN ADULT LIVING
EXPERIENCE LEVEL III

(2-3 Daily Lesson Plans)

COURSE TITLE: Adult Living

UNIT: Management and Consumerism

CONCEPT: Decision-Making Process

OBJECTIVE: The students can describe the influences affecting societal decision making.

CONTENT ELEMENT: Values, goals, standards, and resources influence decision making of individuals and of groups.

Content	Methods and Techniques
Review prerequisite knowledge	
Introduction - "What are some societal decisions made by citizens that affect the environment?"	Small groups of 4-5 discuss and give short summary of results to class.
"As members of society how can we determine what is the best decision?" "How do the values of a society affect its decisions?" "How do the goals of a society affect its decisions?" "How do the standards of a society affect its decisions?" "How do the resources of a society affect its decisions?"	Each small group is assigned for discussion and presentation one of the influences of the decision-making process.
Summary: "What process should citizens follow in making a decision that affects society?"	Class discussion.

HUMAN SKILLS AS PART OF THE LESSON PRESENTATION

Studies in the various subject areas of home economics lend themselves to helping students acquire ***Human Skills***. Human skills are often the indirect learnings that take place in a classroom, although many of the human skills can be included in the statement of objectives, and presented as direct learnings. As many of the human skills as possible should be incorporated into the lesson presentation.

The human skills may be taught in any subject area in home economics, at any *Experience Level*. It is suggested, however, that at *Experience Level* I, the human skills presented be those that create an awareness and can be used in a practice situation; at *Experience Level* II, students should develop and build on the skills practiced in *Experienced Level* I. When students reach *Experience Level* III, they should be able to personalize and utilize human skills as a way of life.

Example 6, on the page that follows, is a list of many of the human skills that teachers will want to include when planning instruction. The skills have been grouped around organizing ideas. These organizing ideas are not intended to be mutually exclusive nor are the accompanying skills intended to be a complete listing. Teachers could select one or more human skills for emphasis, depending upon the intent of the lesson. Other ways may be found to group the skills so that maximum benefit from the learning experiences are achieved.

Example 6

HUMAN SKILLS

COMMUNICATING
- Contribute Ideas
- Expand on Ideas
- Listen for Information
- Send Positive Messages
- Describe Feelings
- Interpret Verbal Messages
- Interpret Non-Verbal Messages

DEVELOPING A SENSE OF AWARENESS
- Recognize Differences
- Recognize Similarities
- Recognize Limitations
- Recognize Body Language
- Recognize Acceptable Behavior
- Recognize Unacceptable Behavior

DISCOVERING ONESELF
- Evaluate Self
- Accept Change
- Admit Mistakes
- Develop Self-Discipline
- Assert Self
- Maintain Self-Control
- Follow Directions
- Follow Rules
- Accept Self
- Feel Pride in Accomplishments

GOAL SETTING
- Identify Problems
- Establish Priorities

RELATING TO OTHERS
- Respect Opinions of Others
- Respect Privacy of Others
- Offer Praise
- Reconcile Disagreements
- Empathize with Others
- Extend Support
- Show Appreciation
- Apologize to Others
- Accept Others

GROUP ROLES
- Lead Groups
- Coordinate Group Work
- Cooperate with Others
- Negotiate Within a Group
- Take Turns
- Work with Others
- Motivate Others
- Compromise with Others
- Reconcile Disagreements

QUESTIONS AND ANSWERS

Q. Should all the concepts from a subject area be used when planning for a course in that area?

A. Not all concepts need to be selected, only those that meet the needs of a particular group of learners. It is important, however, to include concepts from each of the basic organizing ideas for that area.

Q. Can concepts be selected from *Experience Levels* other than the one being taught?

A. Yes, if concepts from other *Experience Levels* are appropriate to meet the needs of the learners.

Q. Will the publication of this document require teachers to make changes in existing home economics programs?

A. Not necessarily. The **PLANNING GUIDE** is intended to help teachers, new and experienced, who are looking for ways to strengthen their skills in program planning to improve the courses they offer.

Q. Must each teacher follow the planning sequence and examples used in this **PLANNING GUIDE**?

A. No. Information in this publication is intended to be helpful, not binding. Teachers must establish individual program patterns with which they can work effectively and efficiently within the framework of sound program planning.

Q. Is this publication a curriculum guide?

A. No, it is a **PLANNING GUIDE**. Included are a Scope and Sequence and suggestions for program planning.

Q. What really is the purpose of this publication?

A. The **PLANNING GUIDE** is intended to (1) help new teachers select content to include at each *Experience Level*; (2) help experienced teachers re-evaluate programs; (3) help teachers and students examine the interrelatedness of the areas of home economics; and (4) contribute to a more consistent state-wide program.

Q. How do *Experience Levels* differ from grade levels?

A. *Experience Levels* indicate the prior learning experiences of students in a particular area. Grade levels indicate a chronological year of schooling. Theoretically, a twelfth grade student could enroll in an *Experience Level* I course, if there is lack of previous learning in the area; or, an eighth grade student with many learning experiences in an area may enroll in an *Experience Level* II course.

Q. What is a balanced program in Consumer and Homemaking Education?

A. In Nebraska a ***minimum*** approvable program in Consumer and Homemaking Education has been identified in the ***State Plan***. Courses such as Parenting, or Independent Living may be taught in addition to those described.

Q. In choosing concepts and planning instruction, is it important to consider how the future might affect families?

A. Indeed. Any effective program in home economics must reflect a concern for future developments and the consequent impact on the family.

IMPLICATIONS FOR ADULT AND CONTINUING EDUCATION AND POSTSECONDARY EDUCATION PROGRAMS IN HOME ECONOMICS

Home economics studies beyond the secondary level are made available primarily in one of two ways; through adult and continuing education classes; or, through classes made available in postsecondary programs. The two types of classes are approached differently in the way the educational programs are developed.

As a rule, those enrolled in adult and continuing education classes are there to meet personal needs they have identified. These may include self-improvement, personal satisfaction, job improvement, credentials or licensure, home responsibilities, learning new skills, or recreation.

Postsecondary programs in home economics are designed for students interested in acquiring occupational skills in home economics related areas that can lead to gainful employment. The student is enrolled in a structured program consisting of a series of courses that lead to the attainment of specific competencies.

The following statement summarizes the relationship among the concepts in home economics secondary school programs, adult and continuing homemaking education programs, and postsecondary occupational home economics programs:

> The same concepts and applications basic to preparation for the occupation of homemaking are basic to the home economics occupations classified as paid employment. For example, the same basic principles are taught in food and nutrition for the homemaker as for the food service worker; the same clothing principles can be used by the homemaker that are used in the apparel industry; the same human development, care, and guidance principles apply in child care services and the care services of the elderly and handicapped as in caring for one's own family. The difference lies in the setting, the instructional objectives, the level of competence and responsibility required, and the scope of operation. This overlap remains a strength and a link between programs for paid employment and for the occupation of homemaking. [2]

[2] Coalition Statement, op. cit., p. 4.